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From Religion to Economy: The Contribution of East Java Government in Promoting Pesantren Entrepreneurship

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Article Information	Abstract
Received: 15 July 2025	<i>The One Pesantren One Product (OPOP) program is an economic empowerment initiative that leverages the potential of pesantren in East Java, Indonesia, aiming to improve community welfare by integrating religious education, entrepreneurship, and local development. The program promotes the formation of pesantrenpreneurs, santripreneurs, and sociopreneurs through cooperative development, capacity building, product innovation, and market expansion. This study employs a qualitative descriptive method to analyse the implementation and impact of the OPOP program. Data were collected using semi-structured interviews, non-participant observation, and document analysis. Primary data sources include interviews with pesantren leaders, program participants, and government officials. At the same time, secondary data are drawn from policy documents, reports by the East Java Office of Cooperatives and SMEs, and relevant academic literature. Utilising a pentahelix collaboration model involving government, academia, business actors, community organisations, and media, OPOP has significantly contributed to strengthening the pesantren-based economic ecosystem. The findings show considerable progress in institutional development, human resource training, product diversification, and access to financing. Nonetheless, technological adoption, business management capacity, and regulatory flexibility persist. These issues highlight the need for continuous innovation and policy support to ensure the program's sustainability. In conclusion, the success of the OPOP program lies in collaborative innovation, adaptive governance, and the strategic positioning of pesantren as drivers of inclusive and sustainable economic transformation.</i>
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Program One Pesantren One Product (OPOP) merupakan inisiatif pemberdayaan ekonomi yang memanfaatkan potensi pesantren di Jawa Timur, Indonesia, dengan tujuan meningkatkan kesejahteraan masyarakat dengan mengintegrasikan pendidikan agama, kewirausahaan, dan pembangunan daerah. Program ini mendorong pembentukan pesantren preneur, santripreneur, dan sociopreneur melalui pengembangan koperasi, peningkatan kapasitas, inovasi produk, dan perluasan pasar. Penelitian ini menggunakan metode deskriptif kualitatif untuk menganalisis implementasi dan dampak program OPOP. Data dikumpulkan melalui wawancara semi-terstruktur, observasi non-partisipan, dan analisis dokumen. Sumber data primer meliputi wawancara dengan pimpinan pesantren, peserta program, dan pejabat pemerintah. Sementara itu, data sekunder diperoleh dari dokumen kebijakan, laporan Dinas Koperasi dan UKM Jawa Timur, serta literatur akademis yang relevan. Dengan memanfaatkan model kolaborasi pentahelix yang melibatkan pemerintah, akademisi, pelaku usaha, organisasi masyarakat, dan media, OPOP telah berkontribusi signifikan terhadap penguatan ekosistem ekonomi berbasis pesantren. Temuan menunjukkan kemajuan yang signifikan dalam pengembangan kelembagaan, pelatihan sumber daya manusia, verifikasi produk, dan akses pembiayaan. Meskipun demikian, adopsi teknologi, kapasitas manajemen bisnis, dan fleksibilitas regulasi tetap ada. Isu-isu ini menyoroti perlunya inovasi berkelanjutan dan dukungan kebijakan untuk memastikan keberlanjutan program. Kesimpulannya, keberhasilan program OPOP terletak pada inovasi kolaboratif, tata kelola adaptif, dan posisi strategis pesantren sebagai penggerak transformasi ekonomi yang inklusif dan berkelanjutan.

I. INTRODUCTION

As the oldest Islamic educational institution in Indonesia, pesantren play an important role in shaping and maintaining the Islamic identity of Indonesian society and are an important part of the national education system (Ningsih et al., 2023). In addition to functioning as centres of religious education, pesantren also serve as drivers of social change and peaceful propagators of Islam. This condition demands that pesantren proactively adjust to these challenges while cultivating moderate character through their educational approach (Mujahid, 2021). This challenge is complicated by the influx of global information that brings various ideologies and new religious understandings to Indonesia (Yusuf et al., 2024).

The demands of pesantren today require answering global challenges, one of which is to build pesantren oriented towards economic independence. The pesantren environment must educate students to have an entrepreneurial spirit and

foster an enterprising spirit to work independently and skillfully and not depend on government and private institutions (Masruroh & Zahirah, 2019).

In 21st-century education, students must utilise digital technologies for effective communication, interaction, collaboration, and social engagement (Zou et al., 2025). They must also be proficient in using specialised digital tools to analyse and evaluate information within relevant contexts, aligning with the demands of the modern digital workforce (Khan et al., 2022). Pesantren can transform from traditional religious learning centres into vibrant economic empowerment hubs, playing a substantial role in advancing Indonesia's broader sustainable development objectives (Mutmainnah et al., 2025). This effort is implemented through programs and activities tailored to the specific needs and local context. Pesantren have grown to provide religious education and sustain Islamic civilisation in the face of modernisation (Azizah et al., 2023). Their structured environment, deep-rooted community ties, and strong culture of discipline and independence position them as key players in economic development. This makes pesantren well-suited for creating products and services, as students receive religious education and hands-on entrepreneurial training (Muhamdi et al., 2022).

This is per Law No. 18/2019 on Pesantren, which emphasises that pesantren have three tasks: as religious, educational, and community development institutions (Safiudin et al., 2023). Besides recognising the role of pesantren in national and international life, especially in terms of da'wah, education, and community development, this law provides a strong and comprehensive legal basis for implementing pesantren (Wildan, 2022).

According to Imani & Listya Putri (2023), Islamic pesantren hold six urgent and strategic roles in economic development. These include: *First*, serving as a financial driver to support the sustainability and growth of the pesantren itself. *Second*, acting as an engine for empowering the local economy. *Third*, operating as a laboratory for sharia-based, community-centered economic practices. *Fourth*, nurturing entrepreneurial values among *santri*. *Fifth*, stimulating growth in the micro and small-to-medium enterprise (MSME) sectors. *Sixth*, promoting

institutional self-sufficiency by minimising reliance on external financial sources and developed.

The existence of pesantren is now officially recognised as part of the national education system due to the enactment of the Law on Pesantren. According to the National Committee for Sharia Economics and Finance (KNEKS), pesantren as educational institutions have great potential in the development of Islamic economics, especially the halal industry (Komite Nasional Ekonomi dan Keuangan Syariah, 2023). Suharto & Iqbal (2018) also explain that pesantren business units in halal products and Islamic financial services can significantly improve the welfare of pesantren and the surrounding community.

Zaki et al. (2022), also highlighted that one of the key advantages of pesantren lies in their vast economic potential. However, this potential remains underutilised mainly due to several challenges. Among these is the dual focus on education and business, with a predominant emphasis on educational activities, leading to less attention given to business development. In addition, business operations within many pesantren still rely on conventional, less modern management approaches. The study also identified further obstacles, including the limited number of legally registered enterprises, insufficient preparation of *santri* to become skilled entrepreneurs, and a general lack of financial literacy and business training programs.

The central argument aims to demonstrate that pesantren, as Islamic educational institutions, have the potential to transform the application of modern management principles and technological advancements (Halimah et al., 2024). The digital disruption era presents opportunities for Islamic education in pesantren, which can be leveraged as valuable assets and have demonstrated their strengths within the global landscape (Nikmatullah et al., 2023). The swift advancement of modernisation and globalisation compels various institutions, including Islamic educational institutions like pesantren, to adapt to address emerging challenges and opportunities while fulfilling their communities' evolving needs and safeguarding their cultural and religious values (Basori et al., 2023).

Not only that, modern pesantren have emerged as key educational institutions in shaping the character and leadership of Indonesia's young generation, especially in the face of social change, globalisation, moral crises, a lack of integrity-driven leaders, and educational inequality (Nisa et al., 2025). Pesantren used to focus on religion-based curriculum but now tends to touch the social realm of today's *society* (society-based curriculum). Pesantren which are currently a center for the development of appropriate technology for rural communities, health education, environmental preservation, and the most commonly found function as a center for economic empowerment for the community and the surrounding environment (Misbah, 2021). Research conducted by Annisa (2019) said that there is great potential in the human resources sector in pesantren to encourage economic development, which ultimately contributes positively to the national economy.

The East Java Provincial Government, through Regional Regulation No. 4 of 2021, which revises Regulation No. 7 of 2019 on the 2019–2024 Regional Medium-Term Development Plan (RPJMD), demonstrates its strong commitment to realising the *Nawa Bhakti Satya* agenda. *Nawa Bhakti Satya* is a development vision and mission framework introduced by the East Java Provincial Government under the leadership of Governor Khofifah Indar Parawansa. The *Nawa Bhakti Satya* framework emphasises integrity, service, and innovation to enhance public welfare. One of its key pillars, *Bhakti 7*, prioritises the development of a community-based economy by strengthening MSMEs, cooperatives, village-owned enterprises (BUMDesa), and empowering local village administrations. Within this framework, the government also seeks to enhance the competitiveness of pesantren-based products by implementing the One Pesantren One Product (OPOP) program.

The goal of the OPOP program, as stated in East Java Governor Regulation No. 62 of 2020 Article 2, is to improve the welfare of pesantren communities, especially santri and alumni, by giving support and assistance, so that each pesantren can create jobs and develop at least one main product. As an innovative policy approach to empowering pesantren and their surrounding communities, the OPOP program has transformed public perceptions of Islamic boarding schools, showcasing them as centres of religious education and institutions that instil

entrepreneurial skills and actively support local economic development (Muhyiddin et al. 2022).

Various studies on the One Pesantren One Product (OPOP) program highlight the strategic role of pesantren in driving community economic development through collaborative models involving multiple stakeholders. Oktafia et al. (2024) emphasised that OPOP in East Java fosters economic independence and expands employment opportunities, while Muhyiddin et al. (2022) found that OPOP at Pesantren Pagelaran III in Subang successfully integrated Islamic education with community economic empowerment. Mahfud (2021) focused on local wisdom within the framework of social entrepreneurship. Meanwhile, Zaki et al. (2022) linked pesantren business practices with the *Sustainable Development Goals* (SDGs), and Muhardi et al. (2022) highlighted the importance of supply chain strategies in supporting pesantren-based enterprises. Sugiarto & Seiawati (2022) revealed that OPOP in West Java was effective but still required improvement in training and socialisation, while Wildan Fawa (2022) stressed the significance of leadership by the *kiai* and the need to overcome institutional egos to foster synergy among pesantren.

From the perspective of pentahelix collaboration (government, academia, business sector, community, and media), it is evident that the success of OPOP depends heavily on multiparty synergy in strengthening pesantren's economic independence. The government plays a role in regulation and facilitation, academia provides research and innovation, businesses offer market access and capital, communities drive participation, and media functions as a tool for promotion and public education. Although previous studies have discussed economic impacts, social entrepreneurship, and program effectiveness, integrative research that addresses the pentahelix dimension remains limited. However, this cross-sector collaboration is essential to ensure the program's sustainability, enhance networking among pesantren, and reinforce their role as educational centres and drivers of community economic empowerment.

II. METHOD

This study employs a qualitative descriptive approach to explore the East Java Provincial Government's role in enhancing pesantren's economic potential, particularly through the One Pesantren One Product (OPOP) program. Data were collected through three main techniques: document analysis, in-depth interviews, and observation. The document analysis involved reviewing scientific journals, government regulations, official policy documents, and program reports related to OPOP and pesantren-based economic development. In-depth interviews were conducted using a semi-structured format with key stakeholders, including officials from the East Java Provincial Office of Cooperatives and SMEs (*Dinas Koperasi dan UKM*) and OPOP program coordinators. Observations were conducted for two weeks using a non-participant observation method, focusing on stakeholder interactions during program implementation and coordination activities.

The data analysis followed the interactive model of (Miles & Huberman, 2014), which consists of four stages: data collection, data condensation (simplifying and focusing raw data on research issues), data display (organising information into descriptive narratives and thematic matrices), and conclusion drawing/verification (interpreting findings while continuously checking their validity). To ensure data credibility, the study applied triangulation techniques, including source triangulation (comparing interviews, documents, and observations), methodological triangulation (employing multiple data collection techniques), and time triangulation (collecting data across different periods). These strategies allowed the researcher to validate findings from multiple perspectives, reduce potential bias, and strengthen the reliability of the results.

III. FINDINGS AND DISCUSSION

The implementation of the One Pesantren One Product (OPOP) program

According to the book Eko-Tren OPOP East Java Province, the East Java Provincial Government developed EKO-TREN (Pesantren-Based Community Economic Development) through the One Pesantren One Product (OPOP) Program to improve the welfare of the community by providing opportunities for students, pesantren, and pesantren alumni. In its implementation, the East Java Provincial Government

will encourage each pesantren to produce pesantren-based products to compete with other products in local, national, and even international markets (Ghofirin & Satria, 2022).

The OPOP program is implemented by the One Pesantren One Product Program Strengthening and Development Team, hereinafter referred to as the OPOP Team. According to East Java Governor Regulation (Pergub) Number 62 of 2020 concerning One Pesantren One Product (OPOP), article 1 describes the OPOP Team as the Strengthening and Development Team for the One Pesantren One Product Program in the Province.

The OPOP program has 8 (eight) main objectives described in Article 3 of the East Java Governor Regulation Number 62 of 2020 concerning One Pesantren One Product (OPOP). *First*, nurturing the spirit of Islamic entrepreneurship and forming entrepreneurial characters in students and alumni of pesantren. *Second*, encouraging santri and pesantren alumni to become budding entrepreneurs in Islamic economics. *Third*, producing quality, innovative, and competitive pesantren products. *Fourth*, develop local, national and international markets. *Fifth*, making pesantren as empowerment institutions and mutually beneficial business partners for the community. *Sixth*, increase the capacity of pesantren human resources to become professionals. *Seventh*, optimising the use of information technology to encourage pesantren economic empowerment. *Eighth*, making pesantren work together to create a healthy and sustainable business ecosystem.

As a driving force for the economic empowerment of pesantren-based communities, the East Java OPOP Eco-Tren program has three main pillars that have been regulated in East Java Governor Regulation (Pergub) Number 62 of 2020 concerning *One Pesantren One Product* (OPOP) articles 6, 7, 8, and 9, which are known as the three pillars of OPOP, namely *santripreneur*, *pesantrenpreneur* and *sociopreneur*. The explanation of the three pillars of OPOP includes: *First*, *Santripreneur*. By providing the theory and practice of entrepreneurship to the santris, they are expected to gain enough knowledge to become a competent entrepreneur when they graduate from the pesantren. *Second*, *Pesantrenpreneur*. The goal of the pesantren economic empowerment program through pesantren

cooperatives (Kopontren) is to create high-quality halal products that can be accepted in local, national, and international markets. The East Java OPOP Eco-Tren team has five facilitation components in its implementation: institutional, human resources (HR), product, marketing, and financing. *Third, Sociopreneur.* Alumni empowerment program in collaboration with the community, social innovation based on digital technology, and creative vitas are inclusively used to support empowerment. It is expected that through *sociopreneur*, new entrepreneurs will be born among Ponpes alumni who are creative, innovative, good at reading opportunities, and have benefits for the environment and the wider community. Through this *sociopreneur*, the alumni will be given comprehensive training and mentoring about the business world, with competent and professional resource persons in their fields. While prioritising aspects of social innovation, Ponpes alumni will be encouraged to consider social and environmental aspects. So that the products/services produced can provide benefits and become a solution to the challenges faced by the community and the environment, *sociopreneurs* will also help Ponpes alumni develop their businesses, one of which is digital technology. So that later, the products/services produced can be more competitive and reach a broader market. The presence of a *sociopreneur* as one of the pillars of East Java OPOP's Eko-Tren is the answer to the skewed view of pesantren alumni, whose competence is often doubted and considered not to have qualified competitiveness to enter the industry, both as workers and as entrepreneurs.

Pentahelix Collaboration Analysis of One Pesantren One Product Program in East Java

OPOP is a community welfare improvement program based on pesantren empowerment. This program targets pesantren and the community at large, intending to create shared prosperity. OPOP carries three main functions: religious education and da'wah, community empowerment, and creating pesantrenpreneurs, santripreneurs, and sociopreneurs. The OPOP program assistance focuses on five main aspects that drive the empowerment of the pesantren ecosystem. The program has successfully increased cooperatives, human resource capacity, product quality

and quantity, expanded market reach, and provided financial support to Koppondren in East Java.



Figure 1. Pentahelix Collaboration of the OPOP Program in East Java
Source: East Java OPOP Secretariat

Based on this figure, the East Java One Pesantren One Product (OPOP) Program is committed to building a sustainable economic ecosystem through the EKO-TREN concept (Ekosistem Pesantren Entrepreneur) by involving five main pillars. *Academia* plays a role in research, innovation, and mentoring so that pesantren products have industrial competitiveness. *Business* supports strengthening pesantren business networks through partnerships with MSMEs, cooperatives, and private companies. *Community* contributes to expanding market access and strengthening pesantren-based economic solidarity. *The government* provides regulations, policies, and facility support such as training, licensing, and halal certification. East Java Governor Regulation Number 62 of 2020 concerning One Pesantren One Product (OPOP) article 17 explains the role of the Governor, namely acting as a coordinator in implementing the One Pesantren One Product (OPOP) program at the provincial level. This coordination includes program implementation in all districts/cities in the provincial area, with the aim of harmonising program implementation to run effectively and purposefully. Meanwhile, the media acts as a means of promotion and education to improve the branding and competitiveness of pesantren products in national and global markets.

With close collaboration between academics, the business world, the community, the government, and the media, OPOP Jatim has become a driving

force for the economic independence of competitive and sustainable pesantren, providing benefits for santri and the wider community. The collaboration is further explained in the following table:

Table 1. List of Collaborations in the Implementation of the OPOP Program

No.	Synergy & Collaboration	Partner	Program/Activity
1	East Java Provincial Government	Office of Cooperatives and SMEs	Institutional and business strengthening of pesantren, business & product certification, grant distribution, Santripreneurship training
		Industry & Trade Office	Halal supervisor training, trade mission
		Education Office	Bhakti SMK OPOP, OPOP Digipreneur training
		Culture & Tourism Office	OPOP Camp, a student art competition
		Communication & Informatics Office	OPOP Award, OPOP Jatim TV, OPOP Podcast, digital marketing bimtek, OPOP website monitoring
		Employment & Transmigration Office	Business skills training for pesantren alumni
		Regional Revenue Agency	SAMSAT OPOP (vehicle tax payment service by Ponpes)
2	University	University of Nahdlatul Ulama Surabaya (UNUSA)	Established OPOP Training Centre
		Sepuluh Nopember Institute of Technology (ITS)	Program of 1,000 packaging designs, economic policy research of pesantren
3	Banks & Financial Institutions	Bank Indonesia	Expansion of halal certification, halal butchers training, curation house, pesantren economic training, bootcamp, sharia economic festival
		Financial Services Authority (OJK)	Jatim Inclusion Festival, East Java Muslim Fashion Festival
		Bank Jatim Syariah	Empowered Jatim OPOP Card, Santri OPOP Card
4	Community	ICSB	Mapping the economic potential of pesantren
		Foker Kopontren	Development of business networking among pesantren
		RMI & MUI	Halal Value Chain Development

Source: East Java OPOP Secretariat

Based on those tables, the Office of Cooperatives and SMEs is the first stakeholder owned by the OPOP program. Based on an interview with Ms Arina, as

the Head of the Program and Budget Preparation Team of the Cooperative and SME Office of East Java Province, she explained that the OPOP program is clearly listed in the local government planning documents and involves various regional apparatus, including the Cooperative and SME Office. As an institution that focuses on empowering cooperatives and small and medium enterprises, the Office of Cooperatives and SMEs has an important role in synergising the OPOP program with cooperatives in pesantrens.

The OPOP program assistance focuses on five main aspects that drive the empowerment of the pesantren ecosystem. The program has successfully increased cooperatives, human resource capacity, product quality and quantity, expanded market reach, and provided financial support to Koppondren in East Java. The Cooperative and SME Office of East Java Province has made significant achievements in mentoring pesantren-based businesses across various aspects. Regarding Institutionalisation and Business, 687 Koppondren (Pesantren Cooperatives) and 523 other business entities have been successfully established. Under Human Resources, 2,061 business managers have improved their competencies, 1,790 entrepreneurial alumni have been created, and 590,982 entrepreneurial santri have been generated. For Product Quality, 1,609 products have emerged from pesantrens, alongside 1,790 products from pesantren alumni. In the field of Marketing, OPOP product markets have expanded both within East Java and beyond. Regarding Financing, 283 Koppondren received grants of 50 million, and the assets of pesantren cooperatives have increased. The Office of Cooperatives and SMEs of East Java Province further explained the achievements of contributions so far with other institutions in supporting the One Pesantren One Product (OPOP) program in East Java, which are presented in the following table:

Table 2. List of Institutions and Outcomes that Support the OPOP Program

Institution	Program/Contribution
East Java Provincial Government	<ul style="list-style-type: none"> - Strengthening cooperative institutions (687 koppondren) - SAMSAT (261 Pondok Pesantren) - SMK (18 Islamic pesantrens), Santri Camp (450 students) - Halal, HACCP, Brand Certification (750 products) - Product catalogue (1210 products), access to financing (283 koppondren; Rp 14.15 M) - EKO-TREN OPOP Mart, EKO-TREN OPOP Foodtruck
Bank Indonesia	<ul style="list-style-type: none"> - Halal facilitation (113 Pondok Pesantren products) - Sharia supervisory board certification (170 koppondren) - Training and certification of Sharia financial service managers (150 koppondren) - Curation of pesantren products (700 products) - Coding training for santri, JULEHA training
Bank Jatim Syariah	<ul style="list-style-type: none"> - Empowered East Java OPOP EKO-TREN Card (229 Pondok Pesantren) - East Java EKO-TREN OPOP Santri Card (27,593 students)
Pertamina and Grab	<ul style="list-style-type: none"> - Pertashop Establishment (7 Islamic Pesantrens) - Grab EKO-TREN OPOP Mart (Pondok Pesantren Amanatul Ummah)
PT Pos Indonesia	<ul style="list-style-type: none"> - Facilitation of payment services and delivery of goods (Genpos: 59 Pondok Pesantren)
Community	<ul style="list-style-type: none"> - ICSB: Economic potential mapping (750 Pondok Pesantren) - Koppondren Cooperation Forum (FOKKER: 370 koppondren) - RMI, MUI, HIPSI: Halal Value Chain Development (17 Pondok Pesantren)
Higher Education	<ul style="list-style-type: none"> - UNUSA: EKO-TREN OPOP Training Centre (incubation of 750 Pondok Pesantren) - ITS: Training on branding, packaging design, and santri digipreneur (1000 products) - UNISMA: Human resource development through EKO-TREN Academy OPOP.
Media	<ul style="list-style-type: none"> - Publication of activities through JTV, TV9, TimesIndonesia, duta.co, radar96

Source: (Office of Cooperatives and SMEs of East Java Province, 2025)

The table above explains various parties' contributions in supporting the One Pesantren One Product (OPOP) program in East Java. This program aims to increase the economic independence of pesantren through cooperative development, empowerment of santri, and optimisation of the potential of pesantren-based superior products. Based on the interview with the Office of Cooperatives and SMEs of East Java Province, implementing the One Pesantren One Product (OPOP) program highlights the importance of a holistic and collaborative approach to pesantren-based economic empowerment. The agency focuses its interventions on five main areas: strengthening cooperative institutions, enhancing human resource capacity, improving product quality and legal compliance, expanding market access, and providing inclusive financing. These efforts are operationalised through technical training, managerial workshops, intensive mentoring, and grant facilitation.

Innovation within the OPOP program is encouraged through a pentahelix collaboration model, involving the government, academia, business actors, community organisations, and media. This collaboration has contributed to increasing pesantren competitiveness, diversifying products, and strengthening the pesantren entrepreneurship ecosystem. Nevertheless, challenges remain, such as limited access to technology, suboptimal business management, and low levels of collaboration among pesantren institutions. To address these challenges, the Office applies contextual approaches and provides risk management training as part of its mitigation strategy.

In identifying and utilising business opportunities, the Office supports pesantren through training, market analysis, and mentoring in business strategy based on local resources. Furthermore, pesantren are encouraged to remain responsive to market dynamics by developing innovative products, strengthening brand identity, and utilising digital marketing channels. These initiatives support the transformation of pesantren into economic actors that are adaptive and market-oriented. From the implementation perspective, the program has achieved significant outcomes, including an increase in pesantren-based cooperatives

(Koppontren), the emergence of new entrepreneurs among santri and alumni, and broader market access for OPOP products regionally and nationally. Using culturally sensitive approaches, particularly through pesantren leaders, has proven effective in facilitating strategic decision-making and reducing resistance to change.

Overall, these findings indicate that the success of the OPOP program is not solely dependent on technical and regulatory support, but also on multi-stakeholder synergy and a deep understanding of the pesantren's social and cultural context. Therefore, integrating institutional capacity building, collaborative innovation, and adaptive market strategies is a key foundation for developing a sustainable pesantren-based entrepreneurship ecosystem. Existing studies have increasingly focused on the transformation of pesantren toward economic self-reliance, particularly in integrating religious education with entrepreneurial skill development. In line with research, (Masruroh & Zahirah, 2019) emphasise the importance of cultivating an *entrepreneurial spirit* among santri to reduce dependence on external assistance. Their findings show that students involved in pesantren business units acquire technical skills and a mindset of independence consistent with Islamic values.

Similarly, Imani and Listya Putri (2023) identify six strategic roles of pesantren in driving economic development, including functioning as laboratories for sharia-based economic practices and as engines for micro, small, and medium enterprise (MSME) growth. These roles become particularly relevant when linked to implementing the One Pesantren One Product (OPOP) program in East Java, which has encouraged pesantren to develop competitive flagship products for national and international markets. From a theoretical standpoint, this transformation aligns with the entrepreneurial ecosystem theory, wherein pesantren operate as *micro-ecosystems* combining human capital (students, alumni, kiai), social capital (community networks), and economic capital (business units). However, such ecosystems thrive only when supported by collaborative, multi-stakeholder involvement—precisely the essence of the Pentahelix Collaboration Model. This model emphasises synergy among academia, business, government, community, and media to achieve sustainable development goals.

In the OPOP context, the academia provides research-based training and curriculum support; the business sector contributes market linkages, funding, and mentorship; the government designs enabling policies, grants, and infrastructure; the community sustains local wisdom and provides social capital; and the media promotes pesantren products and strengthens brand visibility. Integrating the Pentahelix approach with pesantren economic empowerment ensures that entrepreneurial initiatives are not isolated but embedded in a broader collaborative framework that enhances scalability, competitiveness, and sustainability.

IV. CONCLUSION

The One Pesantren One Product (OPOP) program in East Java is a strategic initiative designed to enhance community welfare through pesantren-based economic empowerment by integrating religious education, community development, and entrepreneurship. Focused on institutional development, human resource capacity, product quality, market access, and financing, the program has yielded tangible outcomes such as establishing numerous Koppondren, increasing entrepreneurial capacity among santri and alumni, and expanding market reach for pesantren products. By employing culturally sensitive and localised strategies, especially in engaging pesantren leaders, OPOP fosters innovation within traditional structures, enabling pesantren to adapt to market changes, develop innovative products, and utilise digital platforms. As a sustainable development model rooted in religious institutions, OPOP exemplifies how collaborative innovation and institutional capacity building can drive economic independence and resilience among grassroots communities. To further improve its impact, future policies should prioritise strengthening pesantren administrative capacity through targeted training, fostering deeper multi-sector collaboration, and implementing adaptive, contextual policies that reflect the diversity of pesantren. Monitoring should emphasise long-term impact on economic independence, while incentives and regulatory support are essential to position pesantren as strategic economic actors in broader development agendas.

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